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ABSTRACT

This report presents a summary of the State of South Carolina's utilization of Elementary and Secondary Education Act Title I and Education Consolidation and Improvement Act Chapter 1 funds as a resource for educationally disadvantaged students during the past 5 years, and identifies those projects exhibiting the greatest gains in terms of student achievement during fiscal year 1987. The educational impact of Title I/Chapter 1 funding is illustrated with summary data for the following areas: (1) state allocation; (2) number of students participating; (3) participants by instructional category; (4) number of professionals and paraprofessionals employed; (5) number of teachers employed; (6) number of aides employed; (7) budget funds by type of service; (8) program effectiveness; and (9) services provided by parents. Twenty-one Title I/Chapter 1 programs that demonstrated significant gains at all grade levels served were chosen for exhibition in the "Programs That Work" project. Brief descriptions are included for these programs, covering the areas of readiness, reading, and mathematics. Statistical data are presented in eight tables and one graph. (FMW)

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Introduction

In 1965, Congress enacted the Elementary and Secondary Education Act (ESEA). The largest financial component of this act, Title I, was designed to provide financial assistance in order to meet the special educational needs of children who are educationally deprived and who reside in areas having high concentrations of children from low-income families. In 1981, Public Law 97-35, the Education and Consolidation Improvement Act, extended Title I type financial assistance to local educational agencies to meet the special needs of disadvantaged children and changed the Title I designation to Chapter 1 of the act. Even though Title I ESEA has been amended many times, its basic "declaration of policy," as most recently stated in Public Law 97-35 (Chapter 1), remains as follows.

> The Congress declares it to be the policy of the United States to continue to provide financial assistance to State and local educational agencies to meet the special needs of educationally deprived children, on the basis of entitlements calculated under Title I of the Elementary and Secondary Education Act of 1965 . . . Further, the Congress recognizes the special educational needs of children of low-income families, and that concentrations of such children in local educational agencies adversely affect their ability to provide educational programs which will meet the needs of such children.
>
> Section 552, Public Law 97-35

Title I/ Chapter 1 has funded compensatory education services for South Carolina school children for twenty-two years. All children served are educationally deprived; Title I/Chapter 1 services attempt to provide the special assistance required to enable these youngsters to reach the educational achievement level appropriate for their ages.

This publication presents a summary of South Carolina's utilization of Title I/ Chapter 1 funds as an educational resource for these specially identified children during the past five years, and identifies those projects exhibiting the greatest gains in terms of student achievement during FY 1987.

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Title I/Chapter 1 as an Educational Resource
A State Summary

This report consists of several tables which are intended to illustrate the extent to which Title I/Chapter 1 as an educational resource has impacted on South Carolina.

State Allocation

Title I/Chapter 1 funds are distributed to each state according to a prescribed formula which is contained in the law. Basically, the funds reflect the number of low-income five-to seventeen-year-old children residing in each state at the time the latest decennial census is taken. Each school district receives its proportionate share of state funds based on the number of low-income students residing in the district according to the census.

The following chart shows the amount of Title I/Chapter 1 funds received annually by South Carolina school districts for the past five years.

1983	$49,713,053
1984	$47,892,499
1985	$46,953,347
1986	$49,471,134
1987	$47,254,856

Number of Students Participating

The intended beneficiaries of Title I/Chapter 1 are educationally deprived children who live in school attendance areas having high concentrations of low-income families. Eligible school attendance areas are identified and ranked on the basis of family income level. Those eligible school attendance areas with the highest percentages or numbers of educationally deprived children from low-income families are selected for Title I/Chapter 1 funding. Individual children within a selected school are eligible to be served on the basis of educational need. The selection of children to participate in the Title I/Chapter 1 program requires the completion of specific needs assessment activities to assure compliance with the law and to confirm that the children most in need of educational help are identified and served.

The following chart shows the number of students served by Title I/Chapter 1 for the past five years (duplicated count).

1983	85,973
1984	83,660
1985	74,978
1986	78,166
1987	69,560

Participants by Instructional Category

The chart below indicates that during the past five years more students have participated in reading activities than in any other instructional activity, with heavy emphasis also on mathematics. These facts reflect the state's continuing emphasis on the improvement of basic skills.

	1983	1984	1985	1986	1987
Prekindergarten and Kindergarten	2,618	2,071	1,484	2,767	3,050
Other—Readiness	5,536	7,960	4,403	3,391	2,400
English, Reading, English Other Language Arts	42,828	42,117	38,597	40,513	36,171
Mathematics	33,804	31,371	28,268	30,263	26,398
Special Activities for Handicapped	950	0	0	0	0
Other Instructional Activities (Neglected and Delinquent, Tuitions)	237	141	2,226	1,232	1,541

Personnel Employed To Serve Title I/Chapter 1 Students

Summary data indicating the number of teachers, aides, and other professionals employed with Title I/Chapter 1 funds during the past five years reveal the human resources aimed at educationally deprived students and help illustrate the role of Title I/Chapter 1 funds as an educational funding source for these children in the state's 92 school districts.

Number of Professionals and Paraprofessionals Employed

(Supervisors, Counselors, Evaluation Specialists, Administrators, Clerical Aides)

1983	471
1984	444
1985	404
1986	398
1987	338

Number of Teachers Employed

1983	1,152
1984	1,165
1985	1,154
1986	1,020
1987	991

Number of Aides Employed

1983	1,575
1984	1,396
1985	1,265
1986	1,151
1987	1,016

Budget Funds by Type of Service*

This table illustrates budgeted funds by service category and totals for fiscal years 1983-1987. The data provided in this table indicate the extent to which the state's 92 school districts have directed Title I/Chapter 1 funds and resources toward instructional activities.

Type of Service	FY 1983	FY 1984	FY 1985	FY 1986	FY 1987
Instructional Expenditures	$36,729,521	$35,982,668	$39,383,210	$41,086,370	$40,385,445
Supportive and Administrative Services	$ 5,320,834	$ 5,088,895	$ 4,639,539	$ 4,753,277	$ 4,512,938
Other (i.e., fixed charges, indirect costs, portable units)	$ 9,751,652	$ 9,938,421	$11,368,329	$12,145,728	$11,565,012
Total	$51,802,007**	$51,009,984**	$55,401,078**	$57,985,375**	$56,463,395**

*Data derived from the June Title I/Chapter 1 progress reports.
**Includes carry-over from previous year.

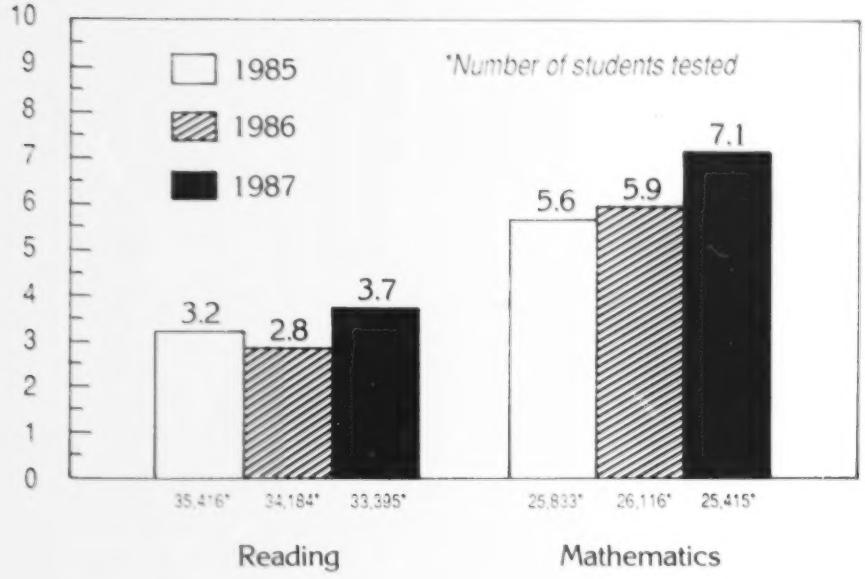
Program Effectiveness

The effectiveness of Chapter 1 reading and mathematics programs in South Carolina is judged on the basis of a norm-referenced evaluation model that was promulgated by the United States Office of Education under Title I of the Elementary and Secondary Education Act. The model uses standardized achievement test scores. Children are given a pretest before or soon after they enter a Chapter 1 program and are given a post-test toward the end of the program year. The actual post-test performance level is compared with the performance level that would be expected if the children had not received special Chapter 1 instruction.

Achievement gains are expressed in Normal Curve Equivalents (NCEs). The expected NCE gain for children in regular instructional programs is zero. That is to say, a zero NCE gain does not represent no achievement; it represents average, normal achievement. Any positive NCE gain for Chapter 1 children, therefore, may be attributed to the special treatment that the Chapter 1 program provided.

The graphs shown represent the NCE gains for Chapter 1 reading and mathematics programs in South Carolina for FY 1986 and FY 1987. They are positive and significant. The Chapter 1 program continues to be an important, effective educational resource. Its impact on students is positive because it is well conceived, well administered, and serves students who are in need of special, supplementary instructional assistance.

Chapter 1 NCE Gains



Services Provided for Parents

Another view of the total Title I, Chapter 1 effort in South Carolina is reflected in the participation of parents in the projects designed for their children. This chart illustrates the number of parents involved each year over a five-year period.

1983	5,683
1984	6,893
1985	7,124
1986	9,656
1987	9,147

Exhibiting the Chapter 1 "Programs That Work"

The South Carolina Department of Education held its sixteenth annual Education Fair on February 18, 1988. Projects featuring a variety of educational programs providing solutions to critical educational needs in local school districts were exhibited. The Chapter 1 Basic Grants Section of the Office of Federal Programs selected twenty-one Chapter 1 projects for inclusion. Each of these projects exhibited significant gains at all grade levels served. Local school district personnel who have a responsibility in the development and implementation of Chapter 1 programs, local school district administrative personnel, and members of Chapter 1 parent advisory councils were invited to view the exhibits. Nearly 1,000 visitors were provided an introduction to these "Programs That Work."

Viewing programs that work elsewhere can often provide possible answers to challenges that previously may have seemed unique. The ED FAIR exhibits provide initial exposure, plus an opportunity for each visitor to talk with personnel involved in implementation.

In order to provide greater visibility to these promising educational practices, each has been briefly described. Each description follows a similar format that offers a concise view and comparative information. In view of demonstrated effectiveness in meeting local Chapter 1 program needs, these summaries are presented in an attempt to provide a resource for ideas, to offer an array of potential solutions, and to stimulate districts to include in their planning a review of other successful Chapter 1 programs.

Readiness

District	Fairfield
Activity	Readiness
Grades Served	1
NCE Gain	15.7 Reading, 30.2 Math
Students Served	65
Number of Teachers	0
Number of Aides	5
Adult-Student Ratio	1:3
Amount of Supervision	.33
Programs of In-service	5
Delivery System	Floating Aide
Cost Per Student	$825.00

Kinds of Instructional Materials and Supplies

The reading and mathematics materials from the basals used in the district (Macmillan and D. C. Heath), the "Shared Book Experiences" program from B. Jolly Book Co., teacher-made activities, various commercial phonics activities, S. C. Word List Flash Cards and Record Keeping (developed just for this program), math manipulatives such as Teddy Bear Counters and Unifix Cubes, measurement devices such as demonstration clocks, scales, thermometers, etc.

Program Description

Working with *very* small groups, floating readiness aides instruct all children who score below 88 on the CSAB. The groups average only three students, and never exceed six. Each aide works with a maximum of 16 students per day. During his/her regular instruction, the classroom teacher notices what readiness, reading, or mathematics objectives a child is not mastering. The teacher then has the aide to provide further instruction on these objectives.

District	Horry
Activity	Readiness
Grades Served	1
NCE Gain	12.6 Reading, 10.2 Math
Students Served	510
Number of Teachers	0
Number of Aides	25.5
Adult-Student Ratio	1:4
Amount of Supervision	.1 Reading, .1 Math
Programs of In-service	4
Delivery System	Floating Aide
Cost Per Student	$602.00

Kinds of Instructional Materials and Supplies

Houghton-Mifflin Tutorial Kit, printed materials including Houghton-Mifflin Bonus Books, Magic Pictures, and readiness activities, manipulatives such as Judy Clocks, thermometers, flannel board letters and numerals, and Uni-fix Cubes. Games including Rhyming Bingo, Sequence Cards, and Math Templates. Teacher/aide made materials including game boards, file folder activities and clothespin games.

Program Description

The Chapter 1 readiness program is staffed by floating aides. Initial instruction in reading and math is provided by the first-grade teacher using the district's curricula and district-adopted textbooks. The Chapter 1 aide provides follow-up practice, reinforcement, drill or remediation.

Students may receive help from the aide individually, in a tutorial approach or in groups of no more than six. Groupings are based on instructional level and may change as the needs of the students change.

In the Chapter 1 readiness program, many students are tutored in reading using the Houghton-Mifflin Tutorial Program. This approach closely correlates to and reinforces the instruction the student is receiving in the basal reading series. Skills practice sheets and instructional games are used to reinforce skill development.

Materials used in the Chapter 1 readiness program in math are selected to correlate closely to the Horry County Math Curriculum. The use of manipulatives to provide concrete experiences is strongly encouraged. Skills practice sheets and instructional games provide students with opportunities for drill and practice.

The teacher and aide meet informally to discuss the skills to be practiced and the progress each student is making.

District	Richland 1
Activity	Readiness
Grades Served	1
NCE Gain	13.4 Reading, 10.8 Math
Students Served	570
Number of Teachers	21.5
Number of Aides	0
Adult-Student Ratio	1:6
Amount of Supervision	1.2
Programs of In-service	8
Delivery System	In-Class
Cost Per Student	$903.00

Kinds of Instructional Materials and Supplies

Readiness kits, games, puzzles, beginning-to-read books, manipulatives, teacher-made materials, construction paper, manila folders, poster board, large brown envelopes, yarn, magic markers, glue, and laminating film.

Program Description

The program provides an extended period of readiness, followed by supplementary instruction in reading and math, to eligible first graders. Floating readiness teachers work with small groups of 2-6 students within their regular classrooms for a minimum of 25-30 minutes each day. Each readiness teacher works with a maximum of 30 students. Manipulative instructional materials, many of which are teacher-made, provide concrete, hands-on learning experiences for students. Bi-weekly conferences between readiness teachers and regular first grade teachers ensure a coordinated effort toward helping students master basic skills.

Reading

District	Calhoun
Activity	Middle School Reading
Grades Served	6-8
NCE Gain	3.3
Students Served	48
Number of Teachers	.8
Number of Aides	0
Adult-Student Ratio	1:12
Amount of Supervision	.166
Programs of In-service	6
Delivery System	Alternate Lab
Cost Per Student	$887.10

Kinds of Instructional Materials and Supplies

Prescription Learning Program, Tarmac Instructional Systems, Radio Reading Program, Spectrum Reading Series, Scholastic paperbacks, Scoring High, Steck-Vaughn Comprehension Series, McCall's Reading System, Arista High Interest Readers, tape lessons, Tachomatic 500, tape recorder, Charlie, filmstrips, tape lessons, Final Chapter, Radio Reading Program, Spectrum, Scholastic paperbacks, Skill Boosters, Scoring High, Steck-Vaughn Comprehension Series, McCalls Reading Series, Golden Books, Consonant Bingo, Scrabble, Word Power, and Main Idea.

Program Description

The Calhoun County School District's Chapter 1 middle reading program uses a computerized prescription learning management system. Students attend alternate classes conducted by Chapter 1 teachers in a laboratory setting for 50 minutes each day. Prescription Learning is the chief component in the program. Tarmac and a variety of other instructional components are used in teaching reading concepts and skills. Students are tested at the beginning of the school year through computer analysis of test results. Students' strengths and weaknesses are identified by skill area. Individual prescriptions are generated corresponding to the diagnosed deficiencies. Each student's achievement is assessed continuously during the year.

District	Dorchester 2
Activity	Elementary Reading
Grades Served	1-6
NCE Gain	5.3
Students Served	650
Number of Teachers	13
Number of Aides	0
Adult-Student Ratio	1:10
Amount of Supervision	.5
Programs of In-service	5
Delivery System	Special Class
Cost Per Student	$700.46

Kinds of Instructional Materials and Supplies

Supplementary reading and writing materials, Economy Basal Text, Economy Reading Workbooks, take home readers, records, tapes, filmstrips, SRA Reading Kits, System 80 Reading Machines, Apple computers.

Program Description

Dorchester County School District 2's Chapter 1 reading program serves eight elementary schools, and three middle schools. Participating students in grades one through six receive 50 minutes of Chapter 1 reading instruction daily. In addition to the Chapter 1 program, students receive reading instruction from the regular classroom teacher.

Thirteen Chapter 1 teachers serve 650 students daily. The Chapter 1 reading period is used to teach reading skills from a basal reader, from individualized materials and from teacher-made materials. The Chapter 1 teacher provides instruction to the total group, small group and to individuals. All of the teachers maintain classroom libraries of high-interest, low-level paperbacks to encourage students to read for pleasure.

District	Lexington 5
Activity	Reading
Grades Served	1-6
NCE Gain	7.1
Students Served	434
Number of Teachers	7
Number of Aides	0
Adult-Student Ratio	1:5
Amount of Supervision	.2
Programs of In-service	6
Delivery System	Special Class
Cost Per Student	$587.81

Kinds of Instructional Materials and Supplies

Materials are selected for multimodality learning styles. Common materials are: use of basic reader, one Apple computer per class. Minnesota Educational Computing Corporation (MECC) Software for Reading, prescription learning, children's literature, wide variety of reading games and skill development programs, materials for Language Master, the Charlie program and the Rainbow programs.

Program Description

The continuum of skills presented in the district curriculum guides and the South Carolina State Basic Skills Objectives are used as the basis for instruction in the reading labs. The teachers assigned to compensatory activities confer with the students' regular classroom teachers regarding the skills being taught in the regular class. The compensatory teachers provide reinforcement activities for the regular classroom programs. Students are grouped within the class according to grade level and common skill needs. The groups are temporary and change as students master skills. Each compensatory reading teacher has ten 30-minute classes with an average of five (5) students per class. Compensatory teachers meet with the parents of students as well as communicate frequently with parents through informal notes and telephone calls.

District	Orangeburg 5
Activity	Reading
Grades Served	5-8
NCE Gain	10.2
Students Served	548
Number of Teachers	8
Number of Aides	8
Adult-Student Ratio	1:14
Amount of Supervision	1
Programs of In-service	12
Delivery System	Special Class Laboratory
Cost Per Student	$562.00

Kinds of Instructional Materials and Supplies

Audio Reading Progress Laboratory (ARPL) Grades 4-8, district curriculum guide, SRA Reading Kit and Listening Skill Builders Cassette, Spache and Spache Project Achievement, Harcourt Brace Jovanovich Strategies in Reading, Modern Curriculum Press (MCP) literature, Random House Achievement Program in Comprehension, Chicago Mastery Learning, Reading Comprehension, IBM computer/CSR software, CTB/McGraw Hill Basis Kits 3 and 4.

Program Description

Orangeburg County School District No. 5 serves approximately 548 students in grades 5-8 in three (3) middle schools. Instruction is provided in a lab setting staffed by a teacher-aide team. The instruction supplements the reading instruction provided by the regular language arts teachers.

The goals and objectives of program are based on our district curriculum guide which stresses the teaching of basic skills as outlined in the South Carolina Basic Skills Program as well as CTBS objectives. The reading activity consists of total group, small group and individual instructional activities. The teacher is responsible for initiating all instruction and follow up activities are provided by the instructional aide. Emphasis is placed on adequately placing and pacing students on an identified skill continuum. The lab setting provides for the use of a variety of instructional materials and methods. Multimodalities materials, computer assisted activities and other audiovisual equipment reinforces, extends and enriches each learning activity.

A well-equipped laboratory setting, motivational techniques, a variety of instructional materials, time on task, parental involvement along with a caring instructional team insures success for participants.

District	Pickens
Activity	Reading
Grades Served	1-4
NCE Gain	7.1
Students Served	362
Number of Teachers	9.5
Number of Aides	0
Adult-Student Ratio	1:5
Amount of Supervision	0
Programs of In-service	12
Delivery System	Special Class
Cost Per Student	$948.48

Kinds of Instructional Materials and Supplies

Instructional materials and supplies include the basal series, the Pickens County Curriculum Guide for Reading, Apple IIe computers, computer software and other supplementary reading materials. Teacher-made materials and a wide variety of commercially prepared materials are selected based on the needs of the students.

Program Description

The school district of Pickens County's Chapter 1 reading activity is operated in grades 1-4 in seven elementary schools. Students are selected based on a standardized achievement test scores (CTBS) and teacher judgment of achievement level in relation to age-grade peers. A maximum of 40 students per teacher per day receive 30 minutes of supplemental reading instruction from the Chapter 1 teacher. The students receive the DMP required reading instruction from the regular classroom teacher.

Grouping of the students is based on various diagnostic tests results. These tests are also used to develop the student's Individualized Education Plan (IEP). The Chapter 1 teacher plans activities for each student based on his IEP. The teacher also consults with the student's classroom teacher in developing activities to better supplement the basal program. All activities are specifically designed to reinforce the student's present skills and to build additional skills.

Parent-teacher conferences are held at the beginning of school to plan and develop the IEP. Other conferences are held throughout the year. Notes, letters, progress reports, and newsletters are sent to parents from time to time.

The annual assessment of student progress is accomplished using the Total Reading score of the CTBS at all grade levels.

District	Spartanburg 2
Activity	Elementary Reading
Grades Served	4-7
NCE Gain	3.9
Students Served	300
Number of Teachers	7
Number of Aides	0
Adult-Student Ratio	1:8
Amount of Supervision	.5
Programs of In-service	6
Delivery System	Special Class
Cost Per Student	$680.00

Kinds of Instructional Materials and Supplies

Apple IIe computers, Word Works computer program, MECC software, skill books, supplementary readers, skillbuilders, teacher-made materials, manipulatives, filmstrips and tapes, language masters, Dukane AV Matic Projector, and newspapers.

Program Description

This Chapter 1 elementary reading instructional activity is supplementary in terms of staff and materials, and is provided in a specially designed learning center environment apart from the regular classroom. Reading level and skill needs are assessed by the IRI. Supplementary materials and equipment, combined with individual work recommended by the classroom teacher and correlated with the Basic Skills Assessment Program, provide teachers with opportunities to work with students individually and in small groups. Each student receives instruction appropriate for his instructional level. Classroom instruction is enhanced through the use of computers.

District	Spartanburg 5
Activity	Reading
Grades Served	1-6
NCE Gain	5.6
Students Served	168
Number of Teachers	4
Number of Aides	0
Adult-Student Ratio	1:7
Amount of Supervision	.3 Director, .5 Reading Supervisor
Programs of In-service	4
Delivery System	Special Class
Cost Per Student	$1,180.00

Kinds of Instructional Materials and Supplies

Abundant teacher-made games, skill sheets and learning centers. Many low-level colorful paperback books for pleasure reading. Commercially prepared materials such as, Modern Curriculum Press booklets, Barnwell Loft Specific Skills series, and Weston Woods Book I Record packets.

Program Description

The Chapter 1 reading program in Spartanburg County School District No. 5 is a supplemental, special class program serving grades 1-6. Each reading class contains a maximum of seven students during a forty-five minute instructional period. Instructional emphasis is on word attack skills, reading comprehension skills, composition skills, speaking skills and listening skills. Instructional emphasis is also placed on the language-experience approach to learning to read. Reading for pleasure is encouraged through low-level, colorful paperbacks.

Math

District	Anderson 2
Activity	Elementary Math
Grades Served	2-6
NCE Gain	12.6
Students Served	241
Number of Teachers	0
Number of Aides	10
Adult-Student Ratio	1:5
Amount of Supervision	.5
Programs of In-service	5
Delivery System	Floating Aide
Cost Per Student	$517.00

Kinds of Instructional Materials and Supplies

Silver Burdette Basal Math Series, Apple computer software, Rainbow Spectra Programs, Scoring High Test Booklets, games, Britannica Study Skills Kits, manipulatives, filmstrips, motivational stickers and rewards, U-Sail Math Resource Kits, Math Capsules Diagnostic & Maintenance Tests, Math Management Software, Classroom Management Guides.

Equipment includes: Apple IIe computers, hand-held calculators and digitors; Rainbow Electronic Machines.

Program Description

The Anderson County School District Two Chapter 1 math program operates in four elementary schools utilizing the floating aide delivery system with regular classroom teachers. The identified students remain in the classroom and receive instruction from the teacher and supplementary assistance from the Teaching Instructional Associate (Aide). Diagnostic tests and a study of the available BSAP and CTBS test data identify needs. Instruction is based on the basal text, BSAP and CTBS objectives, district developed curriculum materials, and computer tutorial and drill programs. The district BSAP math card is used in skills management.

A nurse and a social worker provide support services on a part-time basis. Supervision and coordination of the program and of personnel, involvement of parents, and inservice training are a major part of Chapter 1 in Anderson County School District Two.

Parents are involved in a monthly lending library which gives them an opportunity to borrow math games and materials to enhance the home-school environment.

Chapter 1 is a people program in this district. Quality people with experience and a genuine concern for the needs of the students make this program a success.

District	Anderson 2
Activity	Middle School Math
Grades Served	6-8
NCE Gain	9.5
Students Served	131
Number of Teachers	2
Number of Aides	2
Adult-Student Ratio	1:10
Amount of Supervision	.25
Programs of In-service	5
Delivery System	Alternate Class
Cost Per Student	$647.00

Kinds of Instructional Materials and Supplies

Silver Burdette Basal Math Series, Apple computer software, Rainbow Spectra Programs, Scoring High Test Booklets, games, Britannica Study Skills Kits, manipulatives, filmstrips, motivational stickers and rewards, U-Sail Math Resource Kits, Math Capsules Diagnostic & Maintenance Tests, Math Management Software, Classroom Management Guides.

Equipment includes: Apple IIe computers, hand-held calculators and digitors, Rainbow Electronic Machines, Imagewriter printers.

Program Description

The Anderson County School District Two Chapter 1 math program provides additional assistance in mathematics instruction through an alternate delivery system and a limited adult-student ratio. Chapter 1 teachers instruct the identified students in a laboratory setting.

Diagnostic tests and a study of the available BSAP and CTBS test data identify needs. Instruction is based on the basal text, BSAP and CTBS objectives, district developed curriculum materials, and computer tutorial and drill programs. The district BSAP math card is used in skills management.

A nurse and a social worker provide support services on a part-time basis. Supervision and coordination of the program and of personnel, involvement of parents, and inservice training are a major part of Chapter 1 in Anderson County School District Two.

Parents are involved in a monthly lending library which gives them an opportunity to borrow math games and materials to enhance the home-school environment.

Success is achieved by genuinely concerned aides working directly with dedicated teachers who work closely with parents for the benefit of each student.

District	Barnwell 19
Activity	Elementary Math
Grades Served	1-3
NCE Gain	18.4
Students Served	50
Number of Teachers	0
Number of Aides	1
Adult-Student Ratio	1:6
Amount of Supervision	1
Programs of In-service	6
Delivery System	Floating Aide
Cost Per Student	$250.00

Kinds of Instructional Materials and Supplies

Macmillian Mathematics Basal Math, System 80, TI Speak & Math, Digitor, Alphie II, Whiz-Kid (computerized teaching devices), flash cards, skill books, Unifix cubes, counting rods and bars, measuring devices (linear, volume, temperature, time), place value kits, and many manipulative devices.

Program Description

The students in this activity receive instruction and all directed teaching from the regular classroom teacher. A Chapter 1 floating aide provides supplementary reinforcement, drill, and practice on weaknesses that have been identified by the classroom teacher. The supplementary assistance is provided in "one-to-one" situations or in small groups. For a 30-35 minute period daily, the aide, in the regular classroom, works with identified Chapter 1 students. Plans and student prescriptions are developed by the teacher. The aide is involved in the planning.

District	Berkeley
Activity	Elementary Math
Grades Served	2-6
NCE Gain	12.0
Students Served	960
Number of Teachers	16
Number of Aides	0
Adult-Student Ratio	1:7
Amount of Supervision	1
Programs of In-service	10
Delivery System	Special Laboratory
Cost Per Student	$550.00

Kinds of Instructional Materials and Supplies

Equipment: Apple IIe computers, Rainbow machines; Software: Prescription Learning (Labnet Math Management System, Quest, Pass Plus, Clas, Clas II, Target), SRA (Computer Drill and Instruction: Mathematics), Rainbow, Spectra, DLM; Supplies and Materials: Assorted games and manipulatives, assorted workbooks.

Program Description

The Berkeley County School District Chapter 1 program is designed to both supplement and complement the district's regular math program. Students receive the full amount of DMP-required instruction from a homeroom teacher as well as a 30-minute period with a Chapter 1 mathematics lab teacher, who matches the instruction of the regular teacher on a skill-by-skill basis. That correlation is facilitated through written, district-developed forms which show the basal text or BSAP objectives to be remediated for each student by the lab teacher on a bi-weekly basis. Reports on each student's progress are then made to the regular teacher.

Each lab consists of four Apple IIe computers networked to management computer system, which allows about half of the class group to be receiving computer-assisted instruction while the remainder of the class is involved in individual activities or direct teacher instruction. The difficulty level of all of those learning activities are determined by pre-test results.

Materials related to each student's current math instruction are sent to parents to involve them with homework. Computer-generated reports are also given to them when individual skills are mastered.

District	Calhoun
Activity	Elementary Math
Grades Served	1-5
NCE Gain	22.9
Students Served	42
Number of Teachers	1
Number of Aides	0
Adult-Student Ratio	1:11
Amount of Supervision	.167
Programs of In-service	8
Delivery System	Special Class Pullout (Lab)
Cost Per Student	$840.02

Kinds of Instructional Materials and Supplies

Hoffman Educational System, Taskmasters, Scoring High, Spectrum Math Series, EDL CompuCards, Digitors, Little Professors, Kid's Stuff, Place Value, chalkboards, flash cards, drill tapes, number lined, clocks, money, and counters.

Program Description

The Calhoun County School District's Chapter 1 Elementary Math Program uses the Hoffman Management System. Students attend special classes conducted by the Chapter 1 teacher in a laboratory setting for 45 minutes each day. This instruction is in addition to the instructional time for math as required by the Defined Minimum Program. In addition to Hoffman, a variety of other components are used in teaching math concepts and skills. Each class begins with a group lesson followed by individualized lessons. Each student is given his/her folder with a prescription form attached. The student is provided with a Hoffman readiness activity followed by the directed lesson on the Hoffman viewer which involves listening to a story and completing skill instruction. The teacher provides extended learning, using other materials and activities for reinforcement of skills. The student is then tested for mastery of that particular skill.

District	Chesterfield
Activity	Math
Grades Served	1-6
NCE Gain	12.8
Students Served	420
Number of Teachers	6
Number of Aides	2
Adult-Student Ratio	1:12
Amount of Supervision	.25
Programs of In-service	3
Delivery System	Special Class
Cost Per Student	$343.00

Kinds of Instructional Materials and Supplies

Teacher selected materials complementing SC Basic Skill Objectives and the Heath Basal Math Series were ordered and used. Heath basal text supplementary materials were ordered and used.

Computer Curriculum Corporation (CCC) Labs provided a 10 minute daily segment of computer assisted drill and practice opportunities for each student.

Program Description

The Chesterfield County School District Chapter 1 Math Special Activity is described in terms of the curriculum emphasized and used, supplementary materials used, communication efforts involved and six specific characteristics present.

Curriculum used paralleled established district curriculum for regular math classes and was based upon the scope and sequence of Heath and Harcourt basal texts and SC Basic Skills Objectives. Chapter 1 teachers used Harcourt and Heath basal extension materials not used in regular classrooms plus other materials complementing the district curriculum. CAI labs provided ten minutes daily of intensive drill and practice exercises correlated to Chapter 1 classroom curriculum.

Open lines of communication between regular teachers, Chapter 1 teachers and parents were maintained via formal and informal conferences.

District	Horry
Activity	Elementary Math
Grades Served	2-6
NCE Gain	12.3
Students Served	870
Number of Teachers	14.5
Number of Aides	14.5
Adult-Student Ratio	1:6
Amount of Supervision	1
Programs of In-service	5
Delivery System	Alternate Class
Cost Per Student	$625.00

Kinds of Instructional Materials and Supplies

Horry County Mathematics Curriculum: Powers of Ten Kit, 100 Number Board, Vinyl Metric Ruler, Triangular Meterstick, Metric Steel Tape, Litre Box with Lid, Dry Measure Set, Ohaus Pan Balance Scale, and Bar Mass Set.

Harcourt, Brace, Jovanovich: Unifix materials, digitors, classroom clock sets, Let's Play Games in Math—Volumes I and II, and Cuisenaire rods.

Program Description

Students attend the alternate mathematics class for 60 minutes each day where the Chapter 1 teacher and aide provide each student's total mathematics program. The Chapter 1 mathematics teacher provides all initial instruction. The aide assists the teacher in all instructional activities through follow-up and reinforcement of needed skills.

The Horry County Mathematics Curriculum is the basis for Chapter 1 instruction. A checklist of skills mastered is maintained for each Chapter 1 participant; criterion-referenced strand tests accompanying the guide assess the student's progress at regular intervals. The district adopted basal series, *Harcourt, Brace, Jovanovich*, has been correlated to the district's continuum of skills and is used to supplement the curriculum. Much emphasis is placed on district instruction and hands-on experiences. Computer Assisted Instruction is used in nine Chapter 1 mathematics classes throughout the district.

District	Orangeburg 3
Activity	Math
Grades Served	4-6
NCE Gain	15.4
Students Served	119
Number of Teachers	1.7
Number of Aides	1.7
Adult-Student Ratio	1:4
Amount of Supervision	.4
Programs of In-service	6
Delivery System	Special Class
Cost Per Student	$800.00

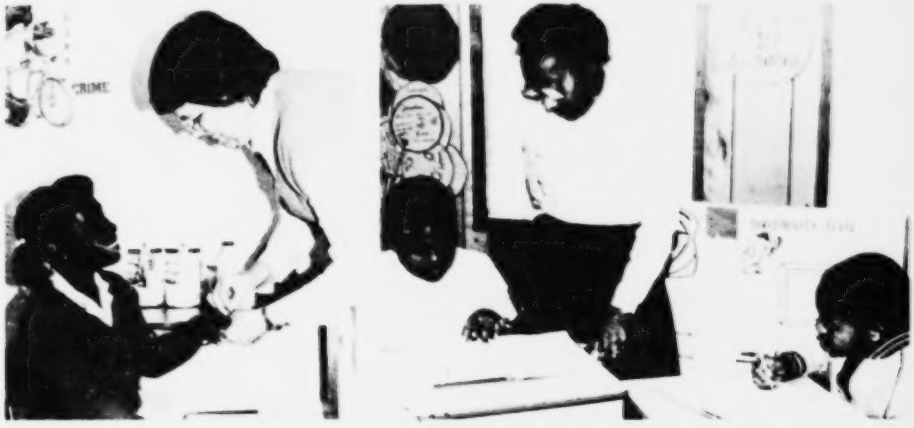
Kinds of Instructional Materials and Supplies

Scoring High in Mathematics, Scoring High on the CTBS, "Charlie" the teaching robot and matching programs, diagnostic test (district), flashcards, geoboard games, duplicating masters, measuring devices, mathematics kits, and drill tapes.

Program Description

Orangeburg County School District Number Three Chapter 1 program in grades 4-6 uses an eclectic approach to mathematics instruction. All students receive instruction from the regular mathematics teachers to meet the State Defined Minimum Program requirements. In addition to instruction from the regular teachers, Chapter 1 students receive instruction for at least 30 minutes per day for five (5) days per week from Chapter 1 teachers and aides in a special class setting.

Teachers use a diagnostic/prescriptive approach to identify students' strengths and weaknesses. In the spring of each year, teachers administer the CTBS, and twice a year, the district-made diagnostic tests. The results of these tests are used to help prescribe appropriate tools for remediation and to group for instruction according to individual needs.



District	Orangeburg 3
Activity	Math
Grades Served	1-4
NCE Gain	14.7
Students Served	126
Number of Teachers	1.8
Number of Aides	1.8
Adult-Student Ratio	1:4
Amount of Supervision	.4
Programs of In-service	6
Delivery System	Special Class
Cost Per Student	$800.00

Kinds of Instructional Materials and Supplies

Scoring High in Mathematics, Scoring High on the CTBS, "Charlie" the teaching robot and matching programs, diagnostic tests (district), flashcards, geoboard games, duplicating masters, measuring devices, mathematics kits, and drill tapes.

Program Description

Orangeburg County School District Number Three Chapter 1 program in grades 1-4 uses an eclectic approach to mathematics instruction. All students receive instruction from the regular mathematics teachers to meet the State Defined Minimum Program requirements. In addition to instruction from the regular teachers, Chapter 1 students receive instruction for at least 30 minutes per day for 5 days per week from Chapter 1 teachers and aides in a special class setting.

Teachers use a diagnostic/prescriptive approach to identify students' strengths and weaknesses. In the spring of each year, teachers administer the CTBS, and twice a year, the district-made diagnostic tests. The results of these tests are used to help prescribe appropriate tools for remediation and to group for instruction according to individual needs.

District	Orangeburg 5
Activity	Math
Grades Served	5-8
NCE Gain	13.9
Students Served	601
Number of Teachers	9
Number of Aides	9
Adult-Student Ratio	1:7
Amount of Supervision	1
Programs of In-service	12
Delivery System	Special Class Laboratory
Cost Per Student	$640.00

Kinds of Instructional Materials and Supplies

Orangeburg District Five curriculum guide, Addison Wesley Mathematics Grades 4-8, Building Mathematics Skills I & II, Modern Curriculum Press Grades 4-7, Building Skills in Mathematics Merrill Skilltext Series 4-8, SVE filmstrips and cassettes (fractions, percents, decimals, life skills), decimal squares, IBM computers, Cuisenaire materials, Computer systems Research Software (CSR), Math Games and Activities — Volumes I & II, Media Materials, Inc., Tutorette Audio Card System, geometry, decimals, and fractions.

Program Description

Orangeburg County School District Number Five serves approximately 601 students in grades 5-8 in three (3) middle schools. Instruction is provided daily in a laboratory setting. Each lab is staffed by a teacher and an instructional aide who works with approximately 14 students during a 50 minute class period. This instruction supplements the regular mathematics instruction provided by the regular mathematics teachers.

The goals and objectives of the program are based on our district curriculum guide which stress the teaching of basic skills as outlined in the South Carolina Basic Skills Program as well as the CTBS objectives. Diagnostic tests and a study of available test data identify student needs. Instruction is based on a basal text correlated to the objectives as well as other instructional materials. The mathematics activity consists of small group instruction and individual instruction based on identified needs. The teacher is responsible for initial instruction and follow-up activities are carried out by the instructional aide. Emphasis is placed on drill and motivational activities, accomplished through direct instruction and computer assisted activities.

A well-equipped laboratory setting, a variety of teaching techniques and materials, adequate time on task, parental involvement along with a caring instructional team, insures success for participants.

District	Orangeburg 8
Activity	High School Math
Grades Served	8-12
NCE Gain	10.8
Students Served	24
Number of Teachers	1
Number of Aides	0
Adult-Student Ratio	1:8
Amount of Supervision	.60
Programs of In-service	3
Delivery System	Alternate Class
Cost Per Student	$500.00

Kinds of Instructional Materials and Supplies

Apple IIe microcomputer system with appropriate software, portfolio of working materials for individualized instruction, Spectrum Mathematics Series, Modern Curriculum Press Mathematics Series, and Scoring High in Math.

Program Description

The Chapter 1 students were served as an alternate class. The Chapter 1 teacher works with students in groups of 2-3 according to their individual needs and with the weaknesses according to the item analysis on the BSAP and CTBS tests.

The State Basic Skill Goals and Objectives are also the Chapter 1 goals and objectives.

A curriculum guide that is closely correlated to the BSAP objectives is also used.